

## Nampa District #131

Canyon County  
619 South Canyon Street, Nampa, ID. 83686  
Phone: (208) 465-2700 Fax: (208) 465-2715  
Gary K. Larsen, Superintendent

### District Characteristics 2000-01

Fall Enrollment 2000-01	11,444	Special Education:	
Average Daily Attendance	10,580	Special Education Students	1,413
State Ranking per ADA	4	Gifted and Talented Students	493
Number of Schools (sites):		Number of LEP Students**	1,992
Elementary	10	National School Lunch Program:	
Secondary	8	Average Daily Participation	5,230
Number of Accredited Schools:		Free and Reduced Meals	5,041
Approved	15	Lunch Price - Elementary	\$1.15
Approved with Merit	0	Lunch Price - Secondary	\$1.35
Approved with Warning	0	Pupil Transportation Program:	
Not Approved	0	Average Daily Ridership 1999-00	7,545
High School Graduates:		Contracted Operation	
High School Diplomas-Regular	535	* Certificates of Completion issued at a district level	
Other Completions*	0	** Limited English Speaking (LEP)	

### Superintendent's Highlights

These outstanding achievements are a result of teachers, students, parents, administrators and community partners coming together. The synergy of these groups all pulling in the same direction proved, once again, that the whole is greater than the sum of its parts.

- Over 3,800 students completed the Search Institute's Survey.
- Student talents and teacher excellence were showcased during the First Annual Nampa Pride Days.
- The 9<sup>th</sup> Annual Mercy Community Sale, held at the Idaho Center, raised over \$106,000 for youth asset building activities.
- The community passed a \$39.7 million bond for four new school facilities (bond passed by 77%).
- We received comprehensive independent review of both high schools implementation of The High Schools That Works.
- Four Program Specific Teams completed designing content standards and benchmarks for math, science, social studies, and language arts, and all teachers were given access to review and comment on the standards and benchmarks from their classroom computers or from their home via the Internet.

Our school improvement effort utilizes the National Study of School Evaluation (NSSE), which is a planning guide with a research-based framework, and a series of questions to help guide the journey, rather than prescribe the path, in developing and sustaining a dynamic school improvement process. The process has led us to choose action plans and set budget priorities for next year. See web page <http://www.nsd131.org/>

### Progress Towards Meeting District Goals

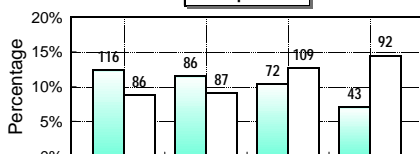
2000-01 Goals	Progress
Develop a quality curriculum.	Converting benchmarks for content standards and learning standards into grade level and/or course descriptions, developing sample performance activities, writing syllabi and unit plans, and identifying irrelevant aspects of curriculum.
Align instruction with the goals and expectations for student learning.	Convening teams of master teachers to create a resource bank of best practices for instructional strategies that help students achieve content and learning standards.
Employ data-driven instructional decision-making.	Implementing Northwest Evaluation Association's achievement level testing normed with over 500,000 students from across the country.
Actively engage students in their learning.	Organizing teams to provide models and exemplars of quality student work to serve as criteria for judging student performance.
Assessment are based on expectations for student learning.	Authorizing teams to redesign student report cards and develop other methods to identify students' achievement of content and learning standards.
Define measurable goals focused on student learning.	Establishing district-wide learning standards (formerly known as Six Essential Learning Skills).
Foster community building conditions and working relationships within the school.	Developing a customerization/public relations plan which includes the establishment of standards for customer service, commitment, measurement and feedback, communication, education and training, and recognition.

### Student Profiles

#### Ethnicity

Race	Male	Female	Total
White	37.14%	35.67%	72.81%
Black	0.45%	0.44%	0.89%
Hispanic	12.10%	12.48%	24.58%
Nat. Amer.	0.19%	0.39%	0.58%
Asian	0.61%	0.53%	1.14%
Total	50.49%	49.51%	100.00%

#### Dropouts



Year	Grd. 9	Grd. 10	Grd. 11	Grd. 12
99-00	12.43%	11.61%	10.47%	7.07%
00-01	8.78%	9.09%	12.73%	14.53%

Numbers in graph represent actual dropout counts per grade

## Financial Information 2000-01

	M & O Fund	%	All Funds	%
<b>Revenues:</b>				
Local Taxes	\$9,756,829	19.25%	\$13,984,585	13.54%
Other Sources	684,704	1.35%	42,488,698	41.15%
State	40,068,552	79.07%	41,188,619	39.89%
Federal	167,827	0.33%	5,598,824	5.42%
<b>Total</b>	<b>\$50,677,912</b>	<b>100.00%</b>	<b>\$103,260,726</b>	<b>100.00%</b>

### Supplemental Information:

Property Tax Replacement	\$1,577,895
Lottery Revenues	\$386,700
Technology Grant	\$356,513

	Total	%	ADA	Rank
<b>Expenditures:</b>				
M & O Instruction	\$31,676,783	67.29%		
M & O Support Programs	15,153,016	32.19%		
M & O Other	244,428	0.52%		
<b>Total M &amp; O</b>	<b>\$47,074,227</b>	<b>100.00%</b>	<b>\$4,449</b>	<b>112</b>
<b>Total ALL Funds</b>	<b>\$60,716,333</b>	<b>100.00%</b>	<b>\$5,739</b>	<b>111</b>

### Tax Levies at 9-1-2000

	Total	Per ADA	Rank
Property Market Values	\$1,688,218,575	\$159,567	92
Total General M & O Levies	0.002803952		95
Total District Levies	0.007308067		21

## Staff Data 2000-01

### District Personnel:

	FTE	ADA to FTE
Elementary Teachers	324.00	20
Secondary Teachers	247.00	17
Administrators	39.00	271
Other Certified Staff	48.20	220
<b>Total Certified Staff</b>	<b>658.20</b>	<b>16</b>
<b>Total Non-Certified Staff</b>	<b>293.90</b>	<b>36</b>

### Teachers Salaries:

		Rank
Beginning Salary on Schedule	\$22,000	
Highest Salary on Schedule	\$45,202	
Average Elementary Teacher's Salary	\$33,590	82
Average Secondary Teacher's Salary	\$34,575	69
Superintendent's Salary	\$112,500	2

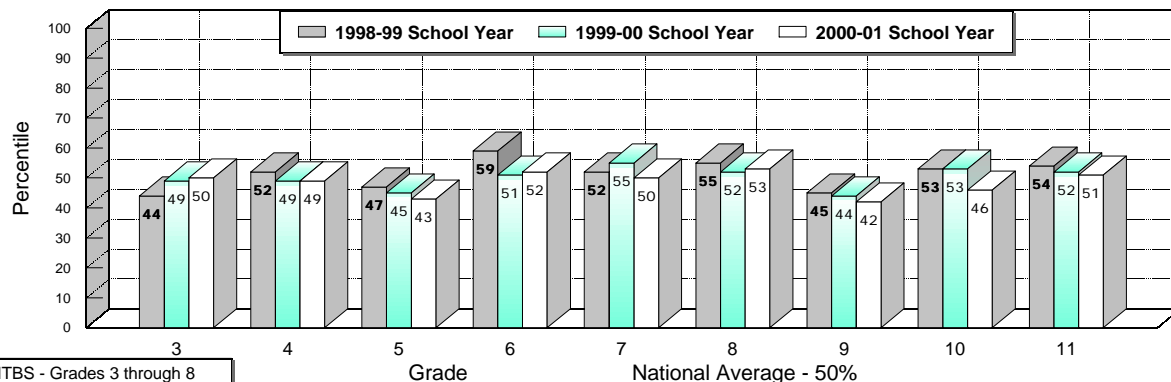
Note: Rank represents how this district compares to the other 112 public school districts in the State of Idaho; high to low (1 being the highest).

## Testing Information 2000-01

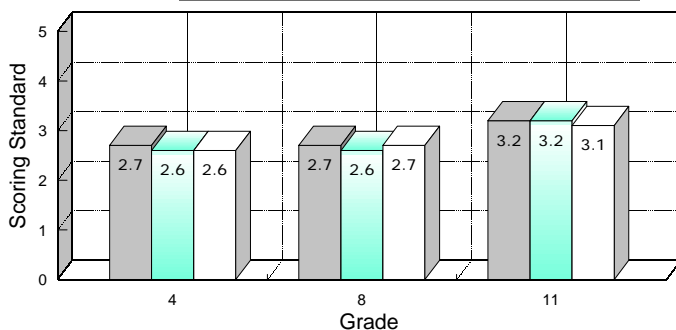


### Standard Testing Results

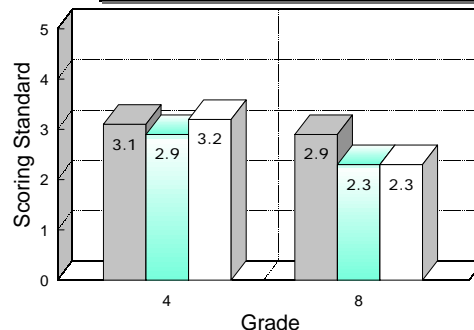
ITBS and TAP



### Direct Writing Assessment



### Direct Math Assessment



1998-99 School Year 1999-00 School Year 2000-01 School Year

Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal